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ABSTRACT

This final report describes activities and accomplishments of Montana's 1992-1995 Services for Deaf-Blind Children and Youth program funded under Part C of the Individuals with Disabilities Education Act. The project focused on provision of technical assistance to parents, programs, and agencies (public and private) serving children with deaf-blindness. The project improved networking among schools, the Part H Developmental Disabilities Division of Social and Rehabilitation Services, and the Office of Public Instruction. Project implementation resulted in doubling (from 36 in 1991 to 75 in 1994) the number of children identified as having deaf-blindness in Montana. The project also provided seven inservice workshops including a yearly parent retreat/workshop. A satisfaction survey mailed to 100 parents, teachers, and service providers indicated a high degree of satisfaction with all project objectives evaluated. The needs assessment survey used to identify parent and teacher training needs is appended. (DB)

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ED 390 225

Montana Application for Funding for Fiscal Years 1992-95

Final Report: Services for Deaf-Blind Children and Youth

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Nancy Keenan
Superintendent

December 29, 1995

TO: U.S. Department of Education
Office of Special Education Programs/DPAP/POB
600 Independence Avenue
Room 3512 Switzer Building - CFDA No. 84.
Washington, D.C. 20202-2642

FROM: Francisco J. Román, Project Coordinator
Montana Office of Public Instruction

Greetings and Happy New Year from the Office of Public Instruction in Helena, Montana.

Enclosed you will find the Final Report for Montana's IDEA Services for Children and Youth with Deaf-Blindness Project, funding cycle of 1992-95.

If you have further questions regarding this report, please feel free to contact Francisco J. Román at (406) 444-4426.

FINAL PERFORMANCE REPORT

PROJECT NUMBER:
MT 930129-237

PROJECT START DATE: 10/01/92

PROJECT TITLE:
Title VI-C Program
for Services to
Children and Youth
with Deaf-Blindness.

PROJECT END DATE: 09/30/95

PROJECT DIRECTOR:
Robert Runkel

GEOGRAPHIC AREA SERVED:
Montana, Statewide

MAILING ADDRESS:
Office of Public Instruction
Division of Special Education
P.O. Box 202501
Helena, MT 59620-2501

DIRECT SERVICE OFFERED BY PROJECT:
AGES OF CHILDREN: 0-21
NUMBER OF CHILDREN: 75

PROJECT COORDINATOR:
Francisco J. Román

TECHNICAL ASSISTANCE:
NUMBER OF FAMILY MEMBERS: 86
NUMBER OF PROFESSIONALS: 53

TELEPHONE NUMBER:
(406) 444-4426

ABSTRACT

Montana's 1992-1995 Services for Deaf-Blind Children and Youth application for funding under Section 622, Part C of IDEA outlined the goals, objectives and activities aimed at serving programs and personnel involved with children identified as having Deaf-Blindness.

As mentioned in the state application, Montana has laws in place which mandate direct services to children with disabilities. This project focussed on provision of technical assistance outlined in 34 CFR 307.11(a)(2)(i-iv). The project maintained 1 FTE that delivered professional guidance, information and assessments to parents, programs and agencies (public and private) serving children with Deaf-Blindness.

Provision of inservice workshops, including a yearly parent retreat/workshop, was a major effort of the proposal. This project is proud to report that with new networking activities between schools and Part H Developmental Disabilities Division of Social and Rehabilitation Services (DDD) and the Office of Public Instruction (OPI), this project doubled (from 36 in 1991 to 75 in 1994) the number of children identified as having Deaf-Blindness in Montana.

This final report will describe the project's accomplishments/outcomes and what contributions were made to addressing the needs of children identified as having Deaf-Blindness in Montana. This final report also included the results of a "Satisfaction Survey" response by teachers, parents and service providers who received services from this project.

TABLE OF CONTENTS

I- Abstract i

II- Table of Contents ii

III- Purpose, Goals and Objectives of the Project 1

IV- Conceptual Framework 5

V- Description of Project Accomplishments/Outcomes 7

VI- Discussion of Problems 18

VII- Research or Evaluation Findings 20

VIII- Project Impact or Implication of Findings 26

IX- Assurance Statement that the final report has been sent to ERIC 28

X- Appendix A

PURPOSE, GOALS AND OBJECTIVES OF THE SERVICES FOR DEAF-BLIND CHILDREN AND YOUTH GRANT

A. Purpose:

In 1992, both the State Plan under Part B of IDEA and the State Plan for DDD specify a needs assessment procedure. They appeared on pages 72-79 in the Part B State Plan and pages 87-89 in the DDD State Plan. These needs assessment procedures were part of the Comprehensive System of Personnel Development (CSPD) plans of both agencies. In the Part B State Plan, a specific reference was made regarding the involvement of the Title VI-C coordinator.

The needs assessment derived from the questionnaire identified needs for basic skill or knowledge adaptable in a generic sense. They address sound basic skills most commonly associated with special education classes and children. To put these needs in perspective as they may relate to the Deaf-Blind, a field survey was done by the Deaf-Blind coordinator.

A major responsibility of the Title VI-C coordinator was delivery of technical assistance to teachers, schools and parents. Notes are made on these person-to-person visits as to observed and stated needs. Every direct service provider for children with Deaf-Blindness is visited personally by the coordinator at a minimum of once a year and for most providers two or three times a year. These personal visits and direct observations provide a basis for determining needs.

In general, the needs identified for the 1992-95 Deaf-Blind grant were divided into two areas:

1. The need for technical assistance
2. The need of inservice training

B. Objectives and Activities:

Under Purpose, the 1992-95 Deaf-Blind grant identified technical assistance and inservice training as our overall needs. Coordination of services for children with Deaf-Blindness is a function of the coordinator and covered services provided by DDD as well as OPI - including Part H children. Technical assistance and inservice training were going to be provided to personnel and programs falling under the jurisdiction of both agencies, as well as private facilities providing services to children with Deaf-Blindness.

The goals and objectives outlined in the Deaf-Blind grant proposal for the 1992-95 funding cycle are as follows:

Objective 1: Provide assistance for the child find activities outlined in the State Plan under Parts B and H and to DDD's child find efforts for 0-2 Part H children.

Activities:

1.1 Send letters to all agencies and programs that have responsibility for Child Find informing them of the federal definition of Deaf-Blindness and laws and rules concerning responsibility for children with Deaf-Blindness.

1.2 Obtain copies of hearing and vision and health records on new-found children.

1.3 Reconcile Deaf-Blind count with the Part B and 89-313 findings.

1.4 Report registry information to the federal registry project.

Objective 2: Provide developmental assessments of infants, toddlers and children with Deaf-Blindness and technical assistance for entry into local community services.

Activities:

2.1 The Deaf-Blind coordinator will conduct needed assessment on individual infants with Deaf-Blindness and toddlers as required by DDD or education providers.

2.2 Participate as a technical assistance provider in Child Study Team Meetings (CST) involving children with Deaf-Blindness.

2.3 Survey, screen and promote community services for placement and integration of toddlers with Deaf-Blindness and preschoolers into existing programs.

2.4 Provide on-site technical assistance to programs and providers to assist and facilitate inclusion of individuals with Deaf-Blindness.

2.5 Coordinate and cooperate with family outreach providers to determine and put in place appropriate home training programs.

2.6 Provide technical assistance to parents and extended family of children with Deaf-Blindness.

Objective 3: Provide technical assistance to agencies and programs involved in transition planning and services for children and youth with Deaf-Blindness.

3.1 Provide technical assistance to vocational counselors and other involved providers to assist in planing lifelong goals for youth with Deaf-Blindness.

3.2 Assist parents and family in participating in the planning and implementation of transition training and goal setting.

3.3 The project will continue the contact and coordination with Helen Keller National Center (HKNC) to bring their technical assistance to transition programs at the Easter Seal Center and group homes in Great Falls.

Objective 4: Provide technical assistance and consultation to providers of services for infants and children (0-2) with Deaf-Blindness.

4.1 Send letters to agencies and programs informing them of services available from this project.

4.2 Give technical assistance and consultation as requested and provide relevant printed and media materials related to Deaf-Blind programming.

4.3 Participate and assist in the Child Study Team (CST) and Individualized Education Program (IEP) processes.

Objective 5: Provide counseling and consultation services to families of infants, children and youth with Deaf-Blindness.

5.1 Send letters to parents informing them of services available from this project.

5.2 Schedule visits to families as appropriate or requested.

5.3 Find counseling and advocacy intervention from other programs or service providers beyond the capability of technical assistance provided by this project.

5.4 Plan and provide a workshop/retreat for parents of children with Deaf-Blindness. Due to increasing involvement of parents in their child's education, this annual event has received excellent attendance. The focus and presentation at the workshop are determined by parents through survey results by the advisory committee.

Objective 6: Provide coordination of referral and services for infants and children (0-2) with Deaf-Blindness.

6.1 Provide a central office for tracking services, referral for services and scheduling technical assistance to providers and disseminate materials and information relevant to Deaf-Blind education and intervention.

6.2 Interact with other agencies and services to bring awareness of the Deaf-Blind into their planning and program development.

6.3 Maintain and use relevant national and regional resources that are or may become available.

Objective 7: Provide inservice training for professionals, paraprofessionals and related support personnel who provide services to infants, children and youth with Deaf-Blindness in Montana.

7.1 Assess training needs for direct service providers.

7.2 Coordinate and schedule inservice workshops for teachers, related services personnel and service providers.

7.3 Provide workshops for teachers and support personnel who interact with children with Deaf-Blindness.

7.4 Provide workshops for home trainers, family support specialists, child development specialists and teachers of the very young (0-2).

CONCEPTUAL FRAMEWORK FOR THE PROJECT

Montana's first organized effort for children with Deaf-Blindness started in 1970. Montana was included in the Northwest Regional Center until 1979. We then joined the Mountain Plains Regional Center out of Denver. In 1983, Montana became a single state program under the state Office of Public Instruction.

In 1970, we had identified and verified 16 children with Deaf-Blindness, but in the next few years the total climbed into the forties due to a more comprehensive and organized child find program and an awareness of the problem. In the mid 70s almost all of these children were institutionalized. The Title VI-C program provided direct services of education and training with the supplementary use of expertise and materials from the Montana School for the Deaf and Blind.

The state began a major deinstitutionalization effort in 1975. Title VI-C was quick to join this movement and working closely with the Developmental Disabilities Division (DDD) of the Social and Rehabilitation Services developed two group homes for children with Deaf-Blindness in Great Falls. Each home had five children and a training component. For their education program, they attended the Montana School for the Deaf and Blind, where they were partially integrated with blind or deaf children.

As services and programs developed in other locations, children with Deaf-Blindness were served further dispersing the population into diversified settings which better fit the guidelines of the least restrictive environment. Child Study Team process and individualized education programs have been a part of Deaf-Blind programming since its beginnings in 1970.

Through these years, state and federal laws have changed and the Deaf-Blind program has changed to reflect these new and changing mandates. Montana laws now mandate special education services for children 3 through 18 years of age. The governor designated the DDD of Social and Rehabilitation Services (SRS) as responsible for the Part H children in the 0-2 age category.

With this dispersion of children with Deaf-Blindness to more locations, a vastly greater number of special education teachers, aides, and support personnel became involved. The need for inservice training became critical. Technical assistance for program elements and evaluation also became a critical need and remains so. Guidelines for proposals from OSEP reflected these needs as nationwide. For the past six years, Title VI-C has been used almost entirely to support technical assistance and inservice training.

Deaf-Blind Grant 307.11 funding has enabled Montana (a small population state and somewhat isolated) to bring into our state many of the most recognized and published leaders in the field. This has been a great personal benefit to our professionals serving children and this exposure to current thinking and practice has benefited our children with Deaf-Blindness.

Teachers, administrators, home trainers (service providers) and professional support personnel are required to meet professional certification standards. Montana has very well trained professionals giving direct services to children with disabilities. Professionals such as psychologists, physical therapists, occupational therapists, speech therapists, etc., have specific requirements for certification appropriate to their field and similar to national standards.

Teachers are required to have a general teaching certificate and special education teachers additionally must complete course requirements needed for a Special Education Endorsement. This endorsement is generic and allows an individual with a Special Education endorsement to serve children with disabilities ages 3 to 21 including all types and severity of disabilities. Specific endorsements for special groups such as deaf, blind, Deaf-Blind, ED, LD, etc., are not given or required by our certification laws.

These Special Education teachers have good skills and supplementary inservice training provided by CSPD and other sources are provided to give them additional specific area skills and knowledge. The 307.11 program has provided some of this inservice training.

Because of this form of certification and the uncontrollable elements of employment and movement of children, it is inherent that a weakness exists in specific skills and techniques peculiar to the educational processes for children with Deaf-Blindness. Parents move from one district to another or to another town. Teachers transfer or seek new assignments for various reasons.

Our university units have fully accredited training programs in generic Special Education with highly qualified personnel. The nature of these programs, however, forms a Montana's generic endorsement by providing broad level skill development.

PROJECT ACCOMPLISHMENTS/OUTCOMES

The following narrative reflects this project's accomplishments and outcomes during the funding year of 1992-95. The narrative includes specific activities performed by the Deaf-Blind Project Coordinator intended to achieve the project's goals and objectives. Also included are the results of a "Satisfaction Survey" given to parents, teachers and service providers who received services from the Montana Services for Deaf-Blind Children and Youth Grant.

A. Accomplishments/Outcomes for Objective 1 and Activities 1.1 - 1.4.

The Deaf-Blind Project Coordinator, on a yearly basis, sent letters to all agencies and programs having responsibility for child find activities. This project also implemented ways devised for disseminating information about child find activities for students with Deaf-Blindness by including information on Deaf-Blindness, how to identify a student with Deaf-Blindness and the federal definition of Deaf-Blindness in OPI's Child Count Information Packet sent to schools. This information is sent to the person responsible for child find activities in each of Montana's school districts. This project is very proud to announce that during the last three-year funding cycle, the Deaf-Blind count has doubled from 36 to 75 students who are now identified as having Deaf-Blindness. This was accomplished by networking and collaboration activities between the Deaf-Blind Project Coordinator, Montana School Districts and the Part H agencies in our state. This collaboration has made possible the identification of all these newly found children and youth with Deaf-Blindness.

As outlined in activities 1.2 trhough 1.4, the Project Coordinator requested copies of hearing, vision and health records on newly found children and youth with Deaf-Blindness for the purpose of validating the identification of the student as having Deaf-Blindness.

The project tried but was unable to reconcile the Deaf-Blind count with the Part B and 89-313 listings. We have concluded that the gap between the child find counts and the project's count is that many school districts do not identify students as having more than one disabling condition. The school districts identify the student's primary disability as multiple disabilities and often Deaf-Blindness is viewed as a secondary disability and, therefore, is not included in the Part B child count. This project also reports on a yearly basis the registry information to the federal registry project. Currently, this process has been improved by a computerized system that enhances state system for a more accurate child count.

B. Accomplishments/Outcomes for Objective 2 and Activities 2.1 - 2.6.

As outlined in Section A, this project has doubled the Deaf-Blind count from 36 in 1991 to 75 in 1994. This information indicates that the Project Coordinator is providing the necessary developmental assessments to infants and toddlers with or at risk of being identified as having Deaf-Blindness.

The accomplishments/outcomes of activities 2.1 - 2.6 the results of the "Satisfaction Survey" given to parents, teachers and service providers who work with children and youth identified as having Deaf-Blindness were used. (See Evaluation Findings Section for the full Satisfaction Survey results.)

Objective 2: Provide developmental assessments of infants, toddlers and children with Deaf-Blindness and technical assistance for entry into local community services.

Evaluation Criteria	Teachers	Service Providers	Parents
2.1 The Deaf-Blind coordinator conducted needed assessment on individual infants with Deaf-Blindness and toddlers as required by DDD or education providers.	4.25	4.4	4.67
2.2 Participated as a technical assistance provider in CST (Child Study Team Meetings) involving children with Deaf-Blindness.	4.0	3.29	4.63
2.4 Provided on-site technical assistance to programs and providers to assist and facilitate inclusion of individuals with Deaf-Blindness.	4.57	4.33	4.78
2.5 Coordinated and cooperated with family outreach providers to determine and put in place appropriate home training programs.	4.67	4.4	4.56
2.6 Provided technical assistance to parents and extended family of children with Deaf-Blindness.	4.0	4.0	4.8

* Activity 2.3 was not surveyed because it was not appropriate for this group of people.

*** The results of the satisfaction questionnaire which was mailed out in December 1995 to teachers, service providers, and parents involved in Montana's Office of Public Instruction, Deaf-Blind Project are indicated above. The survey intent was to evaluate the services provided by the Deaf-Blind Coordinator, Francisco J. Román, for the last three-year period of 1992-1995. The rating system scale was 1 to 5 with 1 being poor and 5 being excellent.**

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C. Accomplishments/Outcomes for Objective 3 and Activities 3.1 - 3.3.

The provision of technical assistance was the most important, strongest and most asked for part of the Deaf-Blind grant for the funding cycle of 1992-95. The requests for technical assistance multiplied to a point that the Deaf-Blind Project Coordinator had to find a new and more appropriate method of scheduling and providing technical assistance. For the same reason, the Office of Public Instruction applied for and received a Pilot Grant to increase and broaden the scope of technical and other services to be provided by this project for the funding cycle of 1995-99.

The Deaf-Blind Project Coordinator in 1992 provided technical assistance two or three times a year to teachers of students who were identified as having Deaf-Blindness. In the last two years the provision of technical assistance expanded to parents and service providers of infants and toddlers who are or are at risk of being identified as having Deaf-Blindness.

To date, except for new referrals, the Project Coordinator is providing technical assistance to teachers, parents and service providers on a "scheduled cycle" basis. Also, the project director provides technical assistance to each family, teacher or service provider approximately once a year.

The accomplishments/outcomes of activities 3.1 and 3.2 the results of the "Satisfaction Survey" given to parents, teachers and service providers who work with children and youth identified as having Deaf-Blindness were used. (See Evaluation Findings Section for the full Satisfaction Survey results.)

Objective 3: Provide technical assistance to agencies and programs involved in transition planning and services for children and youth with Deaf-Blindness.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
3.1 Provided technical assistance to vocational counselors and other involved providers to assist in planing lifelong goals for youth with Deaf-Blindness.	3.67	4.0	4.57
3.2 Assisted parents and family in participating in the planning and implementation of transition training and goal setting.	3.83	3.83	4.75
* Activity 3.3 was not surveyed because it was not appropriate for this group of people.			

*** The results of the satisfaction questionnaire which was mailed out in December 1995 to teachers, service providers, and parents involved in Montana's Office of Public Instruction, Deaf-Blind Project are indicated above. The survey intent was to evaluate the services provided by the Deaf-Blind Coordinator, Francisco J. Román, for the last three-year period of 1992-1995. The rating system scale was 1 to 5 with 1 being poor and 5 being excellent.**

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D. Accomplishments/Outcomes for Objective 4 and Activities 4.1 - 4.3.

At the beginning of each school year, the Deaf-Blind Coordinator sent letters to agencies, schools and programs informing them of services available from this project. At the same time, OPI in collaboration with the TRACES Western Region for the specific purpose of offering more information regarding the services provided by the 307.11 Deaf-Blind Grant, developed an informational brochure. When requested, this project sends additional information to Part H agencies and the families whom they provide services to. These activities have produced a network of Part H agencies and the Office of Public Instruction which has helped tremendously in the provision of technical assistance to children and youth who are identified with Deaf-Blindness in Montana.

The results of Activity 4.2 are reflected in the same manner as explained in page nine (9) of this document. The provision of technical assistance was the most important and requested part of the Deaf-Blind Grant for the funding cycle of 1992-95. The requests for technical assistance multiplied to the point that the Deaf-Blind Project Coordinator sought new and more appropriate methods of scheduling and providing technical assistance. For this reason, the Office of Public Instruction applied for and received a Pilot Grant to increase the scope of technical and other services to be provided by this project for the funding cycle of 1995-99.

Starting in 1992, the Deaf-Blind Project Coordinator provided technical assistance two or three times per year to teachers of students who were identified as having Deaf-Blindness. Due to the increased requests for assistance, the provision of technical assistance in the last two years has expanded to parents and service providers of infants and toddlers who are or are at risk of being identified as having Deaf-Blindness.

The participation of the Deaf-Blind Project Coordinator in Child Study Team Meetings (CST's) and Individualized Education Program Meetings (IEPs) was primarily determined by parents, teachers and service providers. The Project Coordinator assisted in these meetings when requested by a teacher, a parent, a service provider or any other participant of the CST and IEP meetings. [However, it is important to emphasize the fact that the Project Coordinator always made himself available to participate in these meetings.] At this time, the Project Coordinator participates in an average of six (6) to ten (10) CST and/or IEP meetings per school year.

The accomplishments/outcomes of activities 4.1 - 4.3 the results of the "Satisfaction Survey" given to parents, teachers and service providers who work with children and youth identified as having Deaf-Blindness were used. (See Evaluation Findings Section for the full Satisfaction Survey results.)

Objective 4: Provide technical assistance and consultation to providers of services for infants and children (0-2) with Deaf-Blindness.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
4.1 Sent letters to agencies and programs informing them of services available from this project	4.63	4.8	4.5
4.2 Gave technical assistance and consultation as requested. Also provided relevant printed and media materials related to Deaf-Blind programming.	5.0	4.5	4.57
4.3 Participated and assisted in the CST (Child Study Team) and IEP (Individualized Education Program) processes.	3.75	4.0	4.33

*** The results of the satisfaction questionnaire which was mailed out in December 1995 to teachers, service providers, and parents involved in Montana's Office of Public Instruction, Deaf-Blind Project are indicated above. The survey intent was to evaluate the services provided by the Deaf-Blind Coordinator, Francisco J. Román, for the last three-year period of 1992-1995. The rating system scale was 1 to 5 with 1 being poor and 5 being excellent.**

E. Accomplishments/Outcomes for Objective 5 and Activities 5.1 - 5.4.

In September 1995, this project provided an innovative method of giving an inservice training workshop to families and service providers who could not come to the regular workshops presented by this project. This workshop consisted of the following format: The Project Coordinator contracted with a presenter who came from out of state to provide the workshop. Instead of using the single site approach, the Project Coordinator and the workshop presenter traveled to three different sites to provide the workshop. With this format, families did not have to travel long distances to benefit from the inservice training offered to them. Eighteen families, their children and their service providers were able to benefit from the workshop titled "Assessment/Identification of Dual Sensory Impairments."

Two parent retreat/workshops were provided by the Montana Deaf-Blind Project. On July of 1994, we offered a parent retreat/workshop on "Communication and Inclusion in the Regular Classroom." Ten families participated in this informative workshop. In August of 1995, this project provided another parent retreat/workshop titled "Person Centered Planning for Children and Young Adults who are Deaf-Blind." This last workshop was presented in collaboration with the Helen Keller National Center. For this parent retreat/workshop, 15 parents participated. These parent retreat/workshops presented a wonderful opportunity for parents to get to know each other, share stories, network, be away from their daily pressures and discuss the problems and solutions to their very specific needs with fellow parents. A list of all the workshops and parent retreat workshops provided by this project will be provided later in this final report.

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During the Project Coordinator's technical assistance visits to the most rural areas of Montana, teachers and parents alike ask if there are any other services available for the students in that area. For these specific cases, this project has accessed technical expertise and resources from national agencies such as D-B/Link, TRACES, HKNC and Hilton Perkins and in-state providers of services such as DDD to augment services provided under the Deaf-Blind Project. These services have allowed access to specialized materials and resources for parents, teachers and service providers of children with Deaf-Blindness. As mentioned before in this document, the Pilot Project funded for the next four-year funding cycle will tackle these issues encountered by persons living in the most rural areas who are identified as having Deaf-Blindness.

The accomplishments/outcomes of activities 5.1 - 5.4 the results of the "Satisfaction Survey" given to parents, teachers and service providers who work with children and youth identified as having Deaf-Blindness were used. (See Evaluation Findings Section for the full Satisfaction Survey results.)

Objective 5: Provide counseling and consultation services to families of infants, children and youth with Deaf-Blindness.

Evaluation Criteria	Teachers	Service Providers	Parents
5.1 Sent letters to parents informing them of services available from this project.	4.0	4.5	4.82
5.2 Scheduled visits to families as appropriate or requested.	4.71	4.22	4.80
5.3 From other programs or service providers, found counseling and advocacy intervention beyond the capability of technical assistance provided by this project.	4.17	3.0	4.45
5.4 Planned and provided a workshop/retreat to parents of children with Deaf-Blindness.	4.5	4.25	4.45

*** The results of the satisfaction questionnaire which was mailed out in December 1995 to teachers, service providers, and parents involved in Montana's Office of Public Instruction, Deaf-Blind Project are indicated above. The survey intent was to evaluate the services provided by the Deaf-Blind Coordinator, Francisco J. Román, for the last three-year period of 1992-1995. The rating system scale was 1 to 5 with 1 being poor and 5 being excellent.**

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F. Accomplishments/Outcomes for Objective 6 and Activities 6.1 - 6.3.

During the funding cycle of 1992-95, the Deaf-Blind project provided a central location for tracking services, referral for services and scheduling technical assistance to providers. This office remained the only central location in the state of Montana for services to children and youth who are identified as having Deaf-Blindness. The Deaf-Blind Project Coordinator kept a record of all incoming calls requesting technical assistance and/or other services provided by this project and by the Office of Public Instruction. Each time a school, school district, family, service providers and, in some instances, doctors called this central office, the project director scheduled a prompt appointment with the person asking for the services or making the referral. By doing this, the Project Coordinator facilitated the services requested by the person making the referral. At this time, the timely fashion in which this office provides the requested technical assistance and/or all other services provided by this project is one of the strengths of the Montana Deaf-Blind Services for Children and Youth with Deaf-Blindness.

This project does not publish a flyer, bulletin or newsletter of any kind. However, this project collaborates with the Office of Public Instruction's "Montana Schools" quarterly publication. The Montana Schools newspaper goes out to every school and agency that provides educational services in the state of Montana. The staff of specialists at OPI's Division of Special Education, including the Deaf-Blind Coordinator, write short articles, news or notices related to their area of expertise in order to share this information with all the schools in Montana. When appropriate, the Deaf-Blind Project Coordinator makes copies of some of the newsletters received from other states such as California, Colorado, TRACES, HKNC and D-B/Link. The copies of these publications are sent to all teachers, parents and service providers who receive services from the Deaf-Blind Project. By sending copies of these publications/newsletters, this office is making sure that it disseminates applicable information and materials relevant to best practices in Deaf-Blind education and interventions.

As mentioned earlier in this document, the Deaf-Blind coordinator interacts frequently with other agencies, including all Part H early intervention service providers. Part H agencies with which the Deaf-Blind Coordinator maintains a collaborative relationship include: Family Outreach (with offices in Butte, Bozeman and Helena), Comprehensive Developmental Center (CDC) (with offices in Missoula and Kalispell), Special Training for Exceptional People (STEP) (with an office in Billings), Developmental Educational Assistance Program (DEAP) (with offices in Miles City and Colstrip), and Quality Life Concepts (with an office in Great Falls). These agencies cover specific areas of the state and have assisted the Project Coordinator to increase the Deaf-Blind count in the last three-year (1992-95) funding cycle. This project also coordinates efforts with some group homes and nursing homes in an effort to provide the most appropriate services to transition-age students identified as having Deaf-Blindness. These group homes and nursing homes are located in towns and cities such as Clancy, Libby and Great Falls. During the last year, this project collaborated with the University of Montana Rural Institute on Disabilities to provide best practice services to the Deaf-Blind population in Montana. Aforementioned, the Office of Public Instruction received funding with a Pilot Grant to expand this effort between the University of Montana and OPI.

The Deaf-Blind Coordinator has collaborated with the Social and Rehabilitation Services Visual Services Division to coordinate possible interagency activities. An agreement was reached with SRS for the purpose of identifying persons with Deaf-Blindness in the state of Montana.

The accomplishments/outcomes of activities 6.1 - 6.3 the results of the "Satisfaction Survey" given to parents, teachers and service providers who work with children and youth identified as having Deaf-Blindness were used. (See Evaluation Findings Section for the full Satisfaction Survey results.)

Objective 6: Provide coordination of referral and services for infants and children (0-2) with Deaf-Blindness.

Evaluation Criteria	Teachers	Service Providers	Parents
6.1 Provided a central office for tracking services, referral for services and scheduling technical assistance to providers. Also, disseminated materials and information relevant to Deaf-Blind education and intervention.	4.56	4.13	4.43
6.2 Interacted with other agencies and services to bring awareness of the Deaf-Blind into their planning and program development.	4.29	3.86	4.14
6.3 Maintained and used relevant national and regional resources that are or may become available.	4.75	3.67	4.14

*** The results of the satisfaction questionnaire which was mailed out in December 1995 to teachers, service providers, and parents involved in Montana's Office of Public Instruction, Deaf-Blind Project are indicated above. The survey intent was to evaluate the services provided by the Deaf-Blind Coordinator, Francisco J. Román, for the last three-year period of 1992-1995. The rating system scale was 1 to 5 with 1 being poor and 5 being excellent.**

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G. Accomplishments/Outcomes for Objective 7 and Activities 7.1 - 7.4.

The Montana Services for Deaf-Blind Children and Youth Project Coordinator developed a needs assessment survey in order to determine the most common needs of professionals, paraprofessionals and other personnel working with children and youth identified as having Deaf-Blindness. (See Appendix A)

This needs assessment survey provides the Project Coordinator with information of topical importance for the personnel working with Deaf-Blind students. The workshops cover one topic area but encompass related issues that may arise during the workshop discussions. This project has averaged two workshops per year for professionals, paraprofessionals and other personnel working with children and youth identified as having Deaf-Blindness. When not possible, the project has asked the grants officer for a carryover of moneys for the purpose of providing a more detailed workshop presentation the following year.

In April 1995, the Project Coordinator started a collaborative relationship with the Montana Council for Exceptional Children (CEC) and with the University of Montana's Center for Continuing Education. This collaborative effort between OPI and the CEC included a pre-conference workshop as part of the CEC Annual Conference on disABILITIES. CEC's Annual Conference on disABILITIES is the most renowned and important training event in the field of Special Education in the state of Montana. This is the most widely attended conference on disabilities held annually in Montana. By including a pre-conference workshop as part of the CEC Annual Conference on disABILITIES, the Deaf-Blind Project Coordinator ensures that the majority of people in the Special Education field have the opportunity to participate and benefit from the workshops on Deaf-Blindness provided by this project. The following numbers document this activity: During the years of 1992-1994, prior to coordinating with CEC, the average participation for the Deaf-Blind workshops provided to parents, teachers, service providers and others was around 30. In April 1995, CEC Annual Conference on disABILITIES pre-conference workshop on Deaf-Blindness, a total of 70 parents, teachers, service providers and others participated. The Office of Public Instruction's Deaf-Blind Project plans to continue the collaborative efforts between the Montana Council for Exceptional Children (CEC) and the University of Montana's Center for Continuing Education provides the opportunity to participate and benefit from the workshops on Deaf-Blindness for all Special Education parents, teachers, service providers and paraprofessionals in Montana.

Following is a list of all inservice training workshops and parent retreat/workshops for parents, teachers, service providers and paraprofessionals in Montana during the funding year of 1992-95:

- October 1992 - Workshop for school nurses on "Identification and Assessment of Children with Deaf-Blindness."

- April 1993 - A workshop for parents, teachers, service providers and paraprofessionals on "Communication and Inclusion in the Regular Classroom for the Deaf-Blind Students."

- June 1994 - A parent retreat/workshop on "Communication and Inclusion in the Regular Classroom."

- September 1994 - A workshop for parents, teachers, service providers and paraprofessionals on "Social Skills and Friendships for Children and Young Adults with Deaf-Blindness."

- April 1995 - A pre-conference to the CEC Conference on disABILITIES workshop for parents, teachers, service providers and paraprofessionals on "Assessing Babies and Young Children with Sensory Impairments."

- August 1995 - A parent retreat/workshop on "Person Centered Planning for Children and Young Adults who are Deaf-Blind."

- September 1995 - A three-day/three-site (one-day per site) inservice training/workshop on "Assessment, Identification and Other Related Issues for Service Providers, Related Services Personnel, Teachers, Parents and Families of Infants and Toddlers who are or are at Risk of Being Identified as Having Deaf-Blindness."

For all the above workshops, the Project Coordinator advised the presenters/consultants to talk about the "primary" topics of the workshop but to let the participants dictate for how long they want to stay on each topic. By letting the participants dictate the pace of the workshops, this project permits them to determine the amount of information they want and/or need to know. For all of the above OPI workshops on Deaf-Blindness, the evaluations completed always comment positively on the opportunities they were given to speak out and to ask as many questions as they wanted.

The accomplishments/outcomes of activities 7.1 - 7.4 the results of the "Satisfaction Survey" given to parents, teachers and service providers who work with children and youth identified as having Deaf-Blindness were used. (See Evaluation Findings Section for the full Satisfaction Survey results.)

Objective 7: Provide inservice training for professionals, paraprofessionals and related support personnel who provide services to infants, children and youth with Deaf-Blindness in Montana.

Evaluation Criteria	Teachers	Service Providers	Parents
7.1 Assessed training needs for direct service providers.	4.29	3.90	4.22
7.2 Coordinated and scheduled inservice workshops for teachers, related services personnel and service providers.	4.89	3.78	4.13
7.3 Provided workshops for teachers and support personnel who interact with children with Deaf-Blindness.	4.89	3.89	4.0
7.4 Provided workshops for home trainers, family support specialists, child development specialists and teachers of the very young (0-2).	4.80	4.3	3.83

*** The results of the satisfaction questionnaire which was mailed out in December 1995 to teachers, service providers, and parents involved in Montana's Office of Public Instruction, Deaf-Blind Project are indicated above. The survey intent was to evaluate the services provided by the Deaf-Blind Coordinator, Francisco J. Román, for the last three-year period of 1992-1995. The rating system scale was 1 to 5 with 1 being poor and 5 being excellent.**

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DISCUSSION OF PROBLEMS AND HOW THEY WERE RESOLVED

During the funding cycle of 1992-95, Montana's IDEA Services for Deaf-Blind Children and Youth did not encounter many problems related to the provision of services.

However, there were a few situations that minimally affected the provision of some areas of the Deaf-Blind Grant Proposal. In this section, you will find a description of these problems and how they were resolved by the Office of Public Instruction (OPI).

June Miller, the Coordinator for the Deaf-Blind Project for more than 20 years, retired. In September 1992, OPI hired the new Deaf-Blind Specialist/Project Coordinator, Francisco J. Román. Francisco came to Montana from Puerto Rico and it took him some time to become acclimated to living and working in Montana. Ms. Miller took Francisco under her tutelage and introduced him to most of the teachers and people receiving services by the Deaf-Blind Project at that time. However, it took Mr. Román a few months before he was able to continue the work started by Ms. Miller. The lack of inservice workshops and parent retreat/workshops for the summer and fall of 1993 was due to the new Deaf-Blind Project Coordinator not having the experience to bring these activities together.

To resolve this situation, the Office of Public Instruction asked for and received a carryover of moneys from 1993 to 1994 funds. With these funds in place for the school year of 1994-95, the Project Coordinator was able to organize, set-up and provide two workshops for parents, teachers, service providers and other related services personnel working with children and youth with Deaf-Blindness. Simultaneously, the new Project Coordinator began planning and providing the parent retreat/workshops. This project currently offers these workshops on a twice-a-year basis. With the help of the TRACES Western Region Office, the Deaf-Blind Project Coordinator has used the network of presenter/consultants on topics related to Deaf-Blindness nationwide. As explained in the accomplishment/outcomes section of this document, the provision of the inservice training workshops and parent retreat/workshops is one of the strengths of the Office of Public Instruction's Deaf-Blind Project.

Another problem encountered by the Deaf-Blind Project during the funding cycle of 1992-95 was the number of newly identified children and youth with Deaf-Blindness in the state of Montana. Even though the identification of newly found individuals with Deaf-Blindness is an asset and a very important accomplishment/outcome by this project, it also became a problematic area.

As explained in this document, the Project Coordinator devised a system for scheduling visits on a cycle basis. However, as long as this project continues to receive a number of new referrals each year, the "cycle schedule" gets interrupted and students with Deaf-Blindness, their teachers and families receive an average of about one technical assistance visit per year. Only a 1.0 FTE is available from the Office of Public Instruction to carry out the grant proposal in a very large state.

The Project Coordinator has developed a strategy where parents, teachers and service providers can contact or call the Deaf-Blind Project Coordinator any time they encounter a problem or want to ask a question regarding a specific issue with the Deaf-Blind individual they are working with. When appropriate, the Project Coordinator will schedule a visit with that student in order to provide additional one-to-one technical assistance. By encouraging teachers, families and service providers to contact the Project Coordinator, OPI is increasing the provision of technical assistance to the individuals who are identified with Deaf-Blindness. Individuals with Deaf-Blindness, their teachers and their families can receive answers to technical assistance questions and this has greatly improved communication between the scheduled cycle visits.

Another strategy that the Montana IDEA Services for Deaf-Blind Children and Youth Project followed was to ask the federal government for a Pilot Grant for the funding cycle of 1995-99 that will increase the provision of technical assistance for children and youth with Deaf-Blindness in Montana. The federal government acknowledged Montana's need and funded the Pilot Grant Proposal for the years of 1995-99. This new project intends to train and create a "pool" of trained experts in different fields of Deaf-Blindness, such as functional visual and hearing assessment, communication issues, orientation and mobility, etc. When this pool of experts on Deaf-Blindness is in place, OPI's Deaf-Blind Project will increase tremendously the amount of direct technical assistance provided to these individuals and their families.

In conclusion, the Montana Office of Public Instruction's Deaf-Blind Project proudly announces that it was able to maintain and achieve all the goals and objectives outlined in the 1992-95 funding cycle grant proposal.

RESEARCH OR EVALUATION FINDINGS

In this section, you will find the results of a Satisfaction Survey sent by OPI to the parents, teachers and service providers who received services from the Deaf-Blind Project and who worked with students identified as having Deaf-Blindness during the funding year of 1992-95.

One-hundred Satisfaction Surveys were mailed to parents, teachers and service providers of children and youth receiving services from the Deaf-Blind Project. Thirty-three surveys were returned for a total rate of 33 percent.

The results of the satisfaction survey, which was mailed in December 1995 to teachers, service providers, and parents involved in Montana's Office of Public Instruction Deaf-Blind Project, are indicated on pages 22 - 25. The survey's intent was to evaluate the services provided by the Deaf-Blind Coordinator, Francisco J. Román, for the last three-year period of 1992-1995. The rating scale was 1 to 5, with 1 being poor and 5 being excellent.

With the results obtained from this Satisfaction Survey, OPI was able to measure what areas of services being provided by the Deaf-Blind project were perceived to need improvement. This survey also identified the strongest points in the services provided by this project. A complete discussion of the accomplishments and outcomes, including the use of the results obtained from the Satisfaction Survey, can be found in the "Project Accomplishments/ Outcomes" section of this document.

Please note that the Satisfaction Survey did not ask for input on Objective 1 of the grant proposal (Provide assistance for the child find activities outlined in the State Plan under Parts B and H and to DDD's child find efforts for 0-2 Part H children). Objective 1 was not included as part of the Satisfaction Survey since this objective did not pertain to the survey participants knowledge of services provided by this project.

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
PO Box 202501
HELENA MT 59620-2501
(406) 444-3095

Nancy Keenan
Superintendent

TO: PARENTS, TEACHERS AND SERVICE PROVIDERS OF CHILDREN RECEIVING SERVICES FROM OPI'S DEAF-BLIND GRANT

FROM: FRANCISCO J. ROMAN,
DEAF-BLIND SPECIALIST

RE: END OF THREE-YEAR CYCLE EVALUATION

DATE: NOVEMBER 1995

Enclosed you will find a Satisfaction Questionnaire related to the services provided by Montana's Office of Public Instruction's Deaf-Blind Project. This questionnaire is intended to evaluate the services provided by the Deaf-Blind Project Coordinator, Francisco J. Román, during the last three-year period of 1992-1995.

Please take the time to answer this questionnaire. The results will be sent in a "final" report to the federal government by December 31, 1995.

You **do not** need to identify yourself by name. However, we need to identify people by position (parent, teacher, etc.). It will be greatly appreciated if you will return the questionnaire to me at the above address by **December 8, 1995.**

Thank you for your attention to this matter.

Objective 2: Provide developmental assessments of infants, toddlers and children with Deaf-Blindness and technical assistance for entry into local community services.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
1.1 The Deaf-Blind coordinator conducted needed assessment on individual infants with Deaf-Blindness and toddlers as required by DDD or education providers.	4.25	4.4	4.67
1.2 Participated as a technical assistance provider in CST (Child Study Team Meetings) involving children with Deaf-Blindness.	4.0	3.29	4.63
1.3 Provided on-site technical assistance to programs and providers to assist and facilitate inclusion of individuals with Deaf-Blindness.	4.57	4.33	4.78
1.4 Coordinated and cooperated with family outreach providers to determine and put in place appropriate home training programs.	4.67	4.4	4.56
1.5 Provided technical assistance to parents and extended family of children with Deaf-Blindness.	4.0	4.0	4.8

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Objective 3: Provide technical assistance to agencies and programs involved in transition planning and services for children and youth with Deaf-Blindness.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
1.1 Provided technical assistance to vocational counselors and other involved providers to assist in planing lifelong goals for youth with Deaf-Blindness.	3.67	4.0	4.57
2.2 Assisted parents and family in participating in the planning and implementation of transition training and goal setting.	3.83	3.83	4.75

Objective 4: Provide technical assistance and consultation to providers of services for infants and children (0-2) with Deaf-Blindness.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
3.1 Sent letters to agencies and programs informing them of services available from this project	4.63	4.8	4.5
3.2 Gave technical assistance and consultation as requested. Also provided relevant printed and media materials related to Deaf-Blind programming.	5.0	4.5	4.57
3.3 Participated and assisted in the CST (Child Study Team) and IEP (Individualized Education Program) processes.	3.75	4.0	4.33

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Objective 5: Provide counseling and consultation services to families of infants, children and youth with Deaf-Blindness.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
4.1 Sent letters to parents informing them of services available from this project.	4.0	4.5	4.82
4.2 Scheduled visits to families as appropriate or requested.	4.71	4.22	4.80
4.3 From other programs or service providers, found counseling and advocacy intervention beyond the capability of technical assistance provided by this project.	4.17	3.0	4.45
4.4 Planned and provided a workshop/retreat to parents of children with Deaf-Blindness.	4.5	4.25	4.45

Objective 6: Provide coordination of referral and services for infants and children (0-2) with Deaf-Blindness.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
5.1 Provided a central office for tracking services, referral for services and scheduling technical assistance to providers. Also, disseminated materials and information relevant to Deaf-Blind education and intervention.	4.56	4.13	4.43
5.2 Interacted with other agencies and services to bring awareness of the Deaf-Blind into their planning and program development.	4.29	3.86	4.14
5.3 Maintained and used relevant national and regional resources that are or may become available.	4.75	3.67	4.14

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Objective 7: Provide inservice training for professionals, paraprofessionals and related support personnel who provide services to infants, children and youth with Deaf-Blindness in Montana.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
6.1 Assessed training needs for direct service providers.	4.29	3.90	4.22
6.2 Coordinated and scheduled inservice workshops for teachers, related services personnel and service providers.	4.89	3.78	4.13
6.3 Provided workshops for teachers and support personnel who interact with children with Deaf-Blindness.	4.89	3.89	4.0
6.4 Provided workshops for home trainers, family support specialists, child development specialists and teachers of the very young (0-2).	4.80	4.3	3.83

Evaluation of services provided by the Deaf-Blind Project Coordinator.			
Evaluation Criteria	**Teachers**	**Service Providers**	**Parents**
1- Promptness of services.	4.55	4.0	4.6
2- Accessibility of services.	4.55	4.0	4.6
3- Expertise in the area of Deaf-Blindness.	4.64	4.64	4.8
4- Appropriateness of technical assistance provided by the Deaf-Blind coordinator.	4.60	4.45	4.4

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PROJECT IMPACT OR IMPLICATION OF FINDINGS

During the funding cycle of 1992-95, the Services for Deaf-Blind Children and Youth Project was an open and accessible agency by policy and practice. The ready access to this project allowed the Office of Public Instruction to respond to inquiries in a timely fashion and facilitated the delivery of technical assistance when it was needed.

Provision and delivery of technical assistance by the Deaf-Blind Project Coordinator was the major service provided to schools, programs and personnel for individuals with Deaf-Blindness and their families. The Project Coordinator was also responsible for contacts and arrangements for technical assistance from national resources such as TRACES, HKNC and D-B/Link.

Another issue critical to this project was the planning, arranging and provision of appropriate inservice training to better enable direct service providers to deliver quality services to the children and youth with Deaf-Blindness in Montana.

The impact of the delivery of services provided by the Montana Office of Public Instruction's Deaf-Blind Project can be summarized as follows:

1. The improvement in delivery of diagnosis and assessment to individuals who are at risk and/or newly found children and youth who have been identified as having Deaf-Blindness and their families. The impact of this delivery can be found by looking at the increase of individuals who have been identified as having or being at risk of having Deaf-Blindness. This strong impact was achieved in most part due to the improved and increased child find activities and networking between Part H agencies and the Office of Public Instruction's Deaf-Blind Project.

2. The greater involvement of parents in the planning and implementation of services for their Deaf-Blind child. This was achieved in part by the provision of direct technical assistance and inservice training workshops to the parents and families of individuals identified as having Deaf-Blindness. By providing all pertinent, important and current information and best practices in the area of Deaf-Blindness to parents and families of individuals who are, identified as being Deaf-Blind, this project was able to increase the families knowledge of how to understand and work with this significant disability. Furthermore, this information and knowledge provided parents and families of children and youth with Deaf-Blindness with the necessary experience to involve them in the planning and implementation of the services provided to their children.

3. This project impacted the diversification of community and school involvement and the integration and inclusion of individuals with dual sensory impairments into the regular classroom. The incremented inclusion opportunities for children and youth with Deaf-Blindness has been achieved in part due to the services, technical assistance and training provided by the Deaf-Blind Project.

4. As explained in the Accomplishments/Outcomes section of this report, a more viable use of intervention strategies was acquired through inservice training provided to parents, teachers, service providers, related service providers, paraprofessionals and other personnel working with individuals identified as having Deaf-Blindness. We had up to 15 parents participating in the retreat/workshops. These parent retreat/workshops presented a wonderful opportunity for parents to get to know each other, share stories, network, be away from their daily pressures and discuss the problems and solutions to their very specific needs from the perspective of fellow parents.

5. The Office of Public Instruction's Deaf-Blind Project wants to highlight the greater and improved awareness among professionals, families and service providers as to the special needs of the children and youth identified as having Deaf-Blindness. We want to punctuate the efforts of the Office of Public Instruction and school districts in Montana for the increased inclusion of students with Deaf-Blindness in the regular classroom and to the superior planning strategies and programming for these individuals.

ASSURANCE STATEMENT

A copy of the Office of Public Instruction's Final Report for Services for Deaf-Blind Children and Youth, funding years of 1992-95, has been sent to the Educational Resources Information Center (ERIC).

Disabilities and Gifted Education, ERIC/OSEP SPECIAL PROJECTS
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Toll Free: (800) 328-0272
Telephone: (703) 264-9474
Internet: ericec@net.ed.gov

APPENDIX A

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
PO Box 202501
HELENA MT 59620-2501
(406) 444-3095

Nancy Keenan
Superintendent

DATE:

TO: MONTANA DEAF/BLIND TEACHERS

FROM: FRANCISCO J. ROMAN
DEAF/BLIND SPECIALIST

RE: NEEDS ASSESSMENT

Enclosed you will find a questionnaire regarding needs assessment. This tool has been developed with the purpose of finding the interest/problem areas of deaf/blind teachers in the state of Montana.

The results of this needs assessment will be used to determine the topics for the next inservice training, offered by the 622-C Deaf/Blind Project Coordinator.

Please read and answer the questionnaire carefully. Return the questionnaire to me at your earliest convenience.

Thank you.

NEEDS ASSESSMENT

Name: _____ School District: _____

Special education students in your classroom: _____

Do you have prior experience working with Deaf/Blind students?

_____ Yes _____ No

Have you received prior inservice workshops related to the education of the Deaf/Blind?

_____ Yes _____ No

If yes, have they been useful in helping you deal and/or work with your Deaf-Blind student(s)?

_____ Yes _____ No

Last year's Needs Assessment indicated that _____ and _____ were the top priorities. For that reason, the last workshop offered by the Office of Public Instruction was on both topics. Do you feel it necessary to offer more training in those areas?

_____ Yes _____ No

In what area of the education for the Deaf/Blind would you like to see provided through inservice training? Please number with #1 being the most important.

_____ Visual stimulation
_____ Hearing stimulation
_____ Sensory stimulation
_____ Community Based Instruction
_____ Transition
_____ Computers
_____ Switches
_____ Assistive Technology
_____ Stress Management
_____ Other (please list)

_____ Behavior modification
_____ Van Dijk
_____ Toilet Training
_____ Orientation and Mobility
_____ Social Skills
_____ Friendships
_____ Feeding
_____ Family Counseling
_____ Other (please list)
_____ Other (please list)

Additional comments:

_____
_____
_____
_____
_____

Please return to: Francisco J. Román
Office of Public Instruction
State Capitol PO BOX 202501
Helena, MT 59620

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
PO Box 202501
HELENA MT 59620-2501
(406) 444-3095

Nancy Keenan
Superintendent

DATE:

TO: PARENTS OF DEAF/BLIND CHILDREN AND YOUTH

FROM: FRANCISCO J. ROMAN
DEAF/BLIND SPECIALIST

RE: NEEDS ASSESSMENT

Enclosed you will find a questionnaire regarding needs assessment. This tool has been developed with the purpose of finding the interest/problem areas of deaf/blind parents in the state of Montana.

The results of this needs assessment will be used to determine the topics for the next inservice training, offered by the 622-C Deaf/Blind Project Coordinator.

Please read and answer the questionnaire carefully. Return the questionnaire to me at your earliest convenience.

Thank you.

Name: _____ School District: _____

Have you received prior inservice workshops related to the education of the Deaf/Blind?

_____ Yes _____ No

If yes, have they been useful in helping you deal and/or work with your Deaf-Blind student(s)?

_____ Yes _____ No

Last year's Needs Assessment for teachers indicated that _____and _____ _____ were the top priorities. For that reason, this workshop offered by the office of Public Instruction emphasizes on both topics. Do you feel it necessary to offer more training in those areas?

_____ Yes _____ No

In what area of the education for the Deaf/Blind would you like to see provided through inservice training? Please number with #1 being the most important.

_____ Visual stimulation
_____ Hearing stimulation
_____ Sensory stimulation
_____ Community Based Instruction
_____ Transition
_____ Computers
_____ Switches
_____ Assistive Technology
_____ Stress Management
_____ Other (please list)

_____ Behavior modification
_____ Van Dijk
_____ Toilet Training
_____ Orientation and Mobility
_____ Social Skills
_____ Friendships
_____ Feeding
_____ Family Counseling
_____ Other (please list)
_____ Other (please list)

Additional comments:

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Please return to: Francisco J. Román
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Nancy Keenan
Superintendent

DATE:

TO: PARENTS OF DEAF/BLIND CHILDREN AND YOUTH

FROM: FRANCISCO J. ROMAN
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RE: NEEDS ASSESSMENT

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Please read and answer the questionnaire carefully. Return the questionnaire to me at your earliest convenience.

Thank you.

NEEDS ASSESSMENT

Name: _____ School District: _____

Have you received prior inservice workshops related to the education of the Deaf/Blind?

_____ Yes _____ No

If yes, have they been useful in helping you deal and/or work with your Deaf-Blind student(s)?

_____ Yes _____ No

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_____ Community Based Instruction
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_____ Switches
_____ Assistive Technology
_____ Stress Management
_____ Other (please list)

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_____ Van Dijk
_____ Toilet Training
_____ Orientation and Mobility
_____ Social Skills
_____ Friendships
_____ Feeding
_____ Family Counseling
_____ Other (please list)
_____ Other (please list)

Additional comments:

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Please return to: Francisco J. Román
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State Capitol PO BOX 202501
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